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ABSTRACT

The attitudes of two groups of teachers and administrators from inner city schools in northeastern Ohio, who met at Kent State University in the summer of 1969 to discuss problems relating to education and the disadvantaged child, were contrasted using a Q-sort technique. One group of 32 was writing an innovative social studies curriculum; the other group of 44 consisted of teachers of the disadvantaged. Statements regarding the status quo and change in the areas of political, economic, educational, and personal aspects of society were sorted. The data suggest that: (1) both groups feel a need for change in educational settings, particularly as these relate to the black student and the black community; (2) curriculum writers reflect ideas of change to a greater extent than do teachers; (3) this disagreement should be reflected by problems of acceptance and use of the new curricular materials; and, (4) the most likely explanation of these differences may be the process of involvement experienced by the curriculum writers. (JM)

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A Comparison of Attitudes toward Black Society Between Curriculum Writers and Teachers of the Disadvantaged

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A current major concern is the education of the disadvantaged child, particularly the inner city child. Many varied methods are being proposed and used, with new curricula and courses of study appearing regularly. Who develops these new materials and curriculum designs? Are these curriculum writers similar to teachers of the disadvantaged? Is there reason to suspect any conflict between these groups, and if so, on what issues might the conflict be expected to arise? A unique situation provided some opportunity to investigate these questions.

At Kent State University in the summer of 1969, two groups met to discuss problems relating to education and the disadvantaged child. Both groups consisted of teachers and administrators from inner city schools in northeastern Ohio. One of these groups was actively involved in writing a social studies curriculum for inner city schools, while the other group represents educators who may be using these materials. This study examined attitudes of these groups toward black society.

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Sample

Thirty-two teachers and administrators from schools in northeastern Ohio were staff members of Project FICSS (Focus on Inner City Social Studies). The purpose of Project FICSS is to develop an innovative social studies curriculum design for inner city schools which can serve as an agent in aiding pupils to better meet the kinds of problems they will encounter. From this design resource units and supplementary instructional materials will be selected and developed. Each participant in the project must have become familiar with the inner city, either through teaching in an inner city school or by having spent all or part of his life in the inner city. Each participant must have had a minimum of three years teaching experience.

The Institute for Adapting Instruction to the Needs of the Disadvantaged was attended by forty-four educators from schools in northeastern Ohio. The purpose of the institute was to acquaint the participants with current thought on the problems of the disadvantaged and to present some of the new materials and curriculum aids in this area. Although all were in some manner involved with disadvantaged students, the participants represented a wide range of experience, from first year teachers to teachers and administrators with as much as thirty-three years experience.

Characteristics of the groups with regard to race, sex, and position within the school system are shown in Table 1.

Development of the Instrument

The Q-sort technique was selected as a means for investigation of attitudes toward various aspects of black society. This procedure

has an advantage over a simple rating scale as it forces the subject to make finer discriminations among statements. It was decided that a two-dimensional design be followed for the development of items to be used in the instrument. The primary dimension was that represented by statements of change or status quo. These statements were drawn from content areas of political, economic, educational, and personal aspects of society to form the second dimension.

After the collection of a large pool of descriptive statements, five judges independently classified the items into eight categories. Table 2 illustrates the design of the instrument. To ensure that items used represented a single category, only those which were unanimously judged as representing a single cell were retained. From these the six statements considered most appropriate were used to represent each category. Those items included in the final instrument are given in Appendix A.

Procedure

Subjects were given a packet of forty-eight cards upon which were printed the final set of items. They were instructed to sort the cards into eight equal size stacks according to the amount of agreement with the printed statement. Items were then given values according to the cell into which they were sorted, the six items most agreed with being given a value of 8, while those with which they least agreed were given a value of 1.

Means and standard deviations of items were computed for each group. Using the two-way classification of the items, eight subscale

scores were obtained for an individual by summing his ratings across the six items within a single category. Thus the maximum possible score for a given subscale would be forty-eight and the minimum would be six.

Results

Item means were compared by the use of t-tests, with α level set at .01. Results are given in Table 3. Items showing a significant difference between the groups indicated greater acceptance of change by the curriculum group and of status quo by the teacher group. Those items which are circled might be considered as marker items, those most representative of group differences. In addition, items were ranked for each group according to the means. The correlation between the rankings for the groups was .62.

Three factor analysis of variance with two repeated measures (2x2x4) was performed. Results are shown in Table 4.

Due to the ipsative character of the Q-sort, sum of squares for groups must be zero. All subjects receive the same total score so there is no between subject variability, as can be seen in Table 5a. Differences between the groups must therefore be investigated through the use of interactions. Of the possible interactions involving the group variable only the group by change-status quo interaction is significant. Reference to Table 5e reveals that the curriculum writers group indicated greater preference for change oriented statements than did the teacher group.

Both within group main effects were significant. Tables 5b and 5c indicate that the combined sample favored change statements

more than those referring to status quo and that the content area of the items affected favorability ratings. More interesting is the interaction between these two variables. It may be observed from Table 5f that the inclusion of the change-status quo dimension altered the order of preference for the content areas. From Table 5b, which represents favorability of content areas across groups and across change or status quo categorization, education was ranked third in favorability, after personal and economic considerations. But when the same ranking is done within change and status quo, educational concerns were placed second for favorability of change and last for favorability of the status quo.

Discussion

These relationships may perhaps be better seen in Figure 1 where the means for the groups are plotted across the eight scales. Note that the curriculum writers were above the teachers in all change scales. The smallest vertical distance between groups occurred on the educational status quo scale. This was the only non-significant *t* value between groups across the eight scales.

Conclusions

Disagreement between teachers and curriculum developers is least for supporting educational status quo. Thus our data suggest that both groups feel a need for change in educational settings, particularly as these relate to the black student and the black community.

Curriculum writers reflect ideas of change to a greater extent than do teachers and administrators. In the non-educational areas

teachers are less favorable to change than the curriculum writers. Two implications are suggested by these findings. First, this disagreement should be reflected by problems of acceptance and use of the materials developed by the curriculum writers. Secondly, school personnel is being forced to react to questions of relevance and concern with social action. The scope of commitment must be greater than traditional educational boundaries.

How can the differences between the two groups be accounted for? Possibly the effect is due to selection of subjects. This study was post hoc and therefore subjects could not be randomly assigned to groups.

The more likely explanation of the differences appears to be the process of involvement encountered by the curriculum writers. During the year the curriculum developers were participants in sensitivity-training. They were exposed to the thinking of many groups and individuals concerned with inner-city problems. To the extend that, these groups were initially alike, the year's concentrated effort to make the curriculum relevant to the inner city might be responsible for differing attitudes toward change.

TABLE 1

Distribution of Subjects

	Curriculum		Teachers	
RACE	n	%	n	%
White	26	81.25	34	77.27
Black	6	18.75	10	22.73
SEX				
Male	18	56.25	17	38.64
Female	14	43.75	27	61.36
POSITION				
Teacher	27	84.38	34	77.27
Non-teacher	5	15.62	10	22.73

TABLE 2

Design for Development of Q-sort Items

	Change	Status Quo
Political	6	6
Economic	6	6
Educational	6	6
Personal	6	6

TABLE 3

Item Means and Standard Deviations

	Curriculum		Teachers		
Item	Mean	S.D.	Mean	S.D.	t
1	5.84	1.92	4.23	2.01	3.55
2	5.38	1.77	6.55	1.30	-3.16
(3)	5.22	2.09	3.00	1.48	5.14
4	6.75	1.32	6.32	1.89	
5	4.53	2.11	2.75	1.74	3.91
6	4.66	1.86	3.50	1.98	
7	3.94	1.41	5.23	1.90	-3.39
8	2.25	1.72	3.39	1.81	-2.78
9	3.22	1.77	4.39	1.69	-2.89
10	2.84	1.73	4.46	1.86	-3.89
11	3.31	1.55	3.82	1.91	
12	1.88	1.19	2.80	1.92	
13	2.88	1.86	2.39	1.40	
14	5.78	1.50	5.41	1.99	
15	5.03	2.10	3.50	1.98	3.21
16	4.88	1.68	4.59	1.83	
17	6.94	1.24	7.16	1.28	
18	6.75	0.76	5.23	1.93	4.76
19	1.97	1.26	2.36	1.66	
20	4.75	1.32	5.73	2.19	
21	3.38	1.64	3.61	1.78	
22	4.59	1.72	5.55	1.62	
23	3.56	1.93	5.14	2.17	-3.32
(24)	3.59	1.74	5.46	1.98	-4.34
25	4.28	1.99	3.57	1.95	
26	5.38	1.90	4.77	2.16	
(27)	5.66	2.07	2.55	1.93	6.64
28	5.13	1.83	5.59	2.08	
29	6.34	1.58	6.11	1.39	
30	6.91	1.23	6.34	1.46	
31	2.50	2.20	3.14	2.00	
32	2.31	1.60	3.27	1.73	
33	4.81	1.98	4.96	1.89	
34	2.63	1.45	3.16	1.87	
35	3.13	2.14	3.36	1.77	
36	3.06	1.52	3.21	1.76	
37	5.81	1.99	5.84	1.88	
(38)	6.25	1.72	3.30	1.86	7.13
39	7.44	1.34	7.93	0.33	
40	7.31	1.20	6.02	1.61	4.00
41	6.16	1.25	4.14	2.29	4.93
42	6.06	1.97	6.46	2.03	
43	4.66	1.52	6.25	1.42	-4.65
44	4.03	2.38	5.64	2.55	-2.82
45	3.03	1.86	5.00	1.79	-4.63
46	3.00	1.65	2.98	1.49	
47	2.72	1.40	2.46	1.42	
48	3.50	1.98	3.46	2.06	

TABLE 4

Analysis of Variance between Curriculum and Teacher Groups on Content Areas and Change-Status Quo Scores

Source of Variation	Sum of Squares	df	Mean Square	F
Between Subject				
Group	0.00	1	0.00	
Error	0.00	74	0.00	
Within Subject				
Change-Status Quo	11901.48	1	11901.48	107.21 *
Group x C-S	3748.54	1	3748.54	33.76 *
Error	8214.47	74	111.00	
Content Area	2207.01	3	735.67	34.31 *
Group x Area	84.47	3	28.15	1.31
Error	4759.50	222	21.43	
C-S x Area	1330.13	3	443.37	24.08 *
Group x C-S x Area	128.15	3	42.71	2.32
Error	4086.20	222	18.40	
Total	36460.00	607		

* F-value is significant at $\alpha = .01$.

TABLE 5

Means of Curriculum and Teacher Groups
on Content Areas and Change-Status Quo Scores

a Total Means for Group

Curriculum	Teachers
216	216

b Content Area Dimension

Political	Economic	Educational	Personal
50.16	55.26	50.91	59.67

c Change-Status Quo Dimension

Change	Status Quo
125.70	90.30

d Group by Content Area

	Political	Economic	Educational	Personal
Curriculum	49.81	54.09	52.13	59.97
Teachers	50.41	56.11	50.02	59.46

e Group by Change-Status Quo

	Change	Status Quo
Curriculum	137.34	78.66
Teachers	117.23	98.77

f Content Area by Change-Status Quo

	Change	Status-Quo
Political	28.88	21.28
Economic	29.95	25.32
Educational	30.93	19.97
Personal	35.93	23.74

g Subscale Means by Groups

	Curriculum		Teachers	
	Change	Status-Quo	Change	Status Quo
Political	32.38	17.44	26.34	24.07
Economic	32.25	21.84	28.27	27.84
Educational	33.69	18.44	28.93	21.09
Personal	39.03	20.94	33.68	25.77

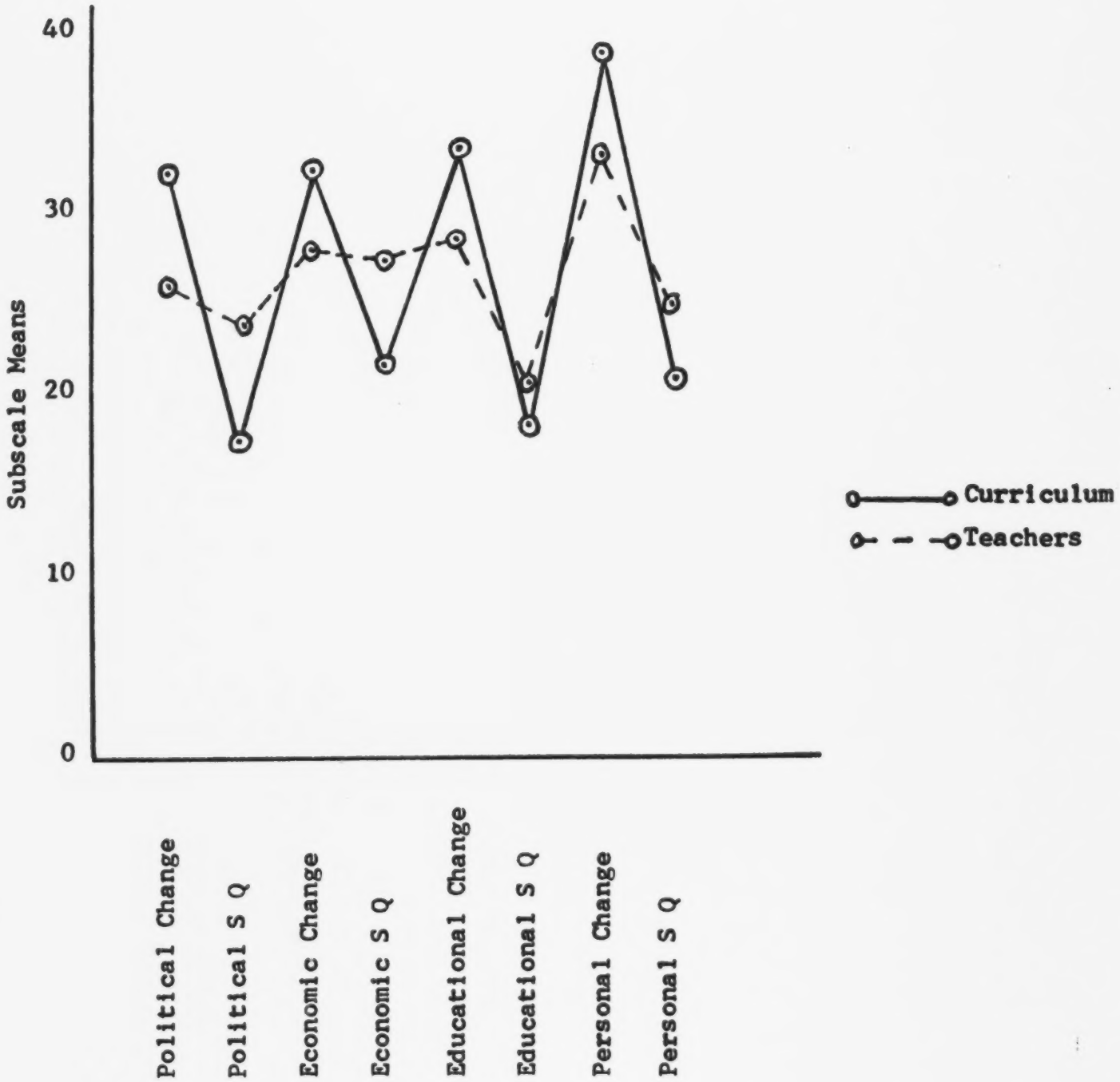

FIGURE 1

Subscale Means by Groups

APPENDIX A

POLITICAL CHANGE

1. Only with the achievement of political power will Negroes have true equality with whites.

2. Maybe someday there will be a Black President.

3. A black and white coalition at this time is no good. Black people must act as a black community.

4. Blacks must no longer be represented by those who do not have the interests of black people in mind.

5. Non-violence may well have outlived its usefulness, for the Blacks will never convince the white man of their determination unless they return violence waged against them with violent self-defense.

6. Almost any violation of laws may be justified when some great purpose is being carried out.

POLITICAL STATUS QUO

7. Most of the Black politicians around the country today are not in favor of Black Power.

8. Disobedience to any government is never justified.

9. Government officials are in a position to have more information regarding our problems and we should have faith in their decisions.

10. Most politicians can be trusted to do what they think is best for the country.

11. In order for the Negro to get what he wants, he must play ball with the established political parties.

12. Advocates of revolutionary change should be tried for treason.

ECONOMIC CHANGE

13. All large scale means of production and distribution must be owned and operated by the state.

14. Large fortunes should be taxed fairly heavily.

15. Capitalism - in its practice and ideology - is destructive to the progress of the black community.

16. Economic struggles in foreign countries are analogous to the Black struggle for economic equality in America.

17. This country is very prosperous, and not enough Negroes have shared in its prosperity.

18. Blacks should attempt to organize groups of tenants to force concessions from their slum landlords.

ECONOMIC STATUS QUO

19. White people have done all they can be expected to do to provide the Negro with better jobs and to improve his housing.

20. Equal income for everybody would destroy the incentive to work.

21. Big business is running this country today, and there's nothing that can be done about it.

22. Kids today should have to go out and earn money so they can appreciate the value of a dollar.

23. A first consideration in any society must be the protection of property rights.

24. The only source of acceptable income results from productive work.

EDUCATIONAL CHANGE

25. Public schools should offer electives such as Black history and guerrilla warfare.

26. Principals and as many teachers as possible of the ghetto schools should be black.

27. Black parents should seek the actual control of the public schools in their community including the hiring and firing of teachers, selection of teaching materials, determination of standards, etc.

28. Blacks have different educational needs than whites.

29. Schools should teach Black children an appreciation of the black nations of Africa.

30. Students should have the right to participate in determining their curriculum.

EDUCATIONAL STATUS QUO

31. Blacks now receive as good as education as whites.

32. Traditional schools have proven themselves because they have worked in the past.

33. The function of schools is to transmit the cultural heritage of the nation.

34. Schools must teach that conformity promotes social stability.

35. Blacks are overly concerned about the quality of education their children receive.

36. Individuals who do not agree with the present form of government should not be allowed to teach in public schools.

PERSONAL CHANGE

37. We can't entirely understand the race issue through reason and analysis. You need to "experience" the problem <u>emotionally</u>.

38. Black children should learn to think Black.

39. People are more important than things.

40. Through group membership Blacks acquire power for change.

41. Blacks will have to fight to become a part of America.

42. Blacks can succeed only if they are not denied equal opportunities.

PERSONAL STATUS QUO

43. People have begun to feel genuine fear--fear for their very safety on the streets.

44. In these troubled times, each person should put his fundamental trust in God.

45. Riots and demonstrations do not benefit me as an individual.

46. People should know that something really works before taking a chance on it.

47. It's better to stick by what you have then to be trying new things you don't really know about.

48. Discontent is dysfunctional to personal growth.

END

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